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## **HIED 698, 01W, Advanced Qualitative Research**

COURSE SYLLABUS: SPRING 2024

### **INSTRUCTOR INFORMATION**

Instructor: Professor Michael K. Ponton

Office Location: Ed North 102

Office Hours: Tuesday, 10a-3p and e-conferencing by appointment (please email me to schedule an appointment).

Phone: 757.753.3137 (cell; please email me for nonemergencies)

University Email Address: Michael.Ponton@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24–36 hours

### **COURSE INFORMATION**

#### **Required Textbook**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

#### **Additional Textbooks**

As students enrolled in this course are advanced doctoral students, each student should review readings from previous coursework, assess personal understanding, and determine additional readings required to fulfill the course assignments.

#### **Course Description**

An intensive analysis of the theory and practice of qualitative research in Higher Education, including a review of primary methods such as narrative inquiry, phenomenology, grounded theory, case study, and ethnography. Emphasis will be placed upon practice in research design, multiple methods of data collection, exhaustive data analysis, and meaningful interpretation and application. Prerequisite: Completion of HIED 695 and 696 with a grade of B or better.

*The syllabus/schedule are subject to change.*

## **Student Learning Outcomes**

1. Understand how to perform a thematic analysis in qualitative research.
2. Understand the validation process in qualitative research.
3. Understand how to use the APA style guidelines.
4. Develop autonomy in learning.
5. Develop the propensity to evaluate graduate level work.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Proficiency using the D2L learning management system, Microsoft Word, and TAMU-C email.

### **Instructional Methods**

This is an entirely online course.

### **Student Responsibilities or Tips for Success in the Course**

Students should access the course minimally every week in order to check announcements. Students should check their TAMU-C email daily to ensure timely receipt of messages from the instructor and University.

## **GRADING**

Final grades in this course will be based on the following scale:

- A = 90%–100%
- B = 80%–89%
- C = 70%–79%
- D = 60%–69%
- F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

Thematic Analysis	50%
Discussion Board Participation	20%
Reflective Paper	30%
<b>TOTAL</b>	<b>100%</b>

### **Assessments**

1. Students should work a *minimum* of 9–12 hours per week in completing course assignments.

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2. The course calendar (which includes due dates for assignments) is at the end of this syllabus.
3. This course will focus primarily on emphasizing "practice in research design, multiple methods of data collection, exhaustive data analysis, and meaningful interpretation and application" (see course description). This will be facilitated by the following:
  - a. For this course, students will engage in a phenomenological study of the Jewish student experience on U.S. college campuses since the Israeli invasion of Gaza in response to the Hamas terrorist attack. There are myriad texts available from commentators, students, faculty, administrators, etc. on this issue (and continue to increase as the situation continues to unfold) that each student will identify, collect, and analyze; thus, only data that exists in the literature should be collected and analyzed (i.e., no new data should be collected).
  - b. Each student will work individually to collect online artifacts and engage in a thematic analysis to determine the major 4–5 themes that describes this phenomenon.
  - c. After each individual student has completed their analysis, all students will work together to share their themes and artifacts and discuss similarities and differences and the reasons for both (e.g., differences may be due to incomplete artifact collection, overcollection of artifacts focused on a single strand of information, credibility of sources, personal biases, etc.)
  - d. Each student will write a reflection paper focusing on what they learned regarding qualitative analysis and the validation of qualitative findings.
4. Periods 1–6: Complete Items 3a and 3b outlined above. Produce a paper (15–20 pages) that describes the literature canvassed, lists the 4–5 major themes uncovered, describes each theme, and provides sample scripts that support each theme. Each paper must follow the format of the Sample Student Paper in Chapter 2 of the APA (7th ed.) manual (pp. 63–67) and adheres to all other APA guidelines.

**The paper must be posted to the appropriate discussion board by the due date/time.**

5. Period 7: Students will read all thematic analysis papers posted to the discussion board.

**By the due date/time, each student must email to the instructor a grade (0–100) for each of their colleagues (i.e., not their own) papers based upon the following criteria: 60% content and 40% APA usage (includes grammar). Each student's grade for their thematic analysis will be an average of their colleagues' evaluations.**

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6. Periods 8–10: Complete Item 3c as outlined above.

**By the due date/time, each student must email to the instructor a grade (0–100) for each of their colleagues (i.e., not their own) contribution to the group discussion. Each student’s grade for their discussion board participation will be an average of their colleagues’ evaluations.**

7. Periods 11–12: Complete Item 3d as outlined above. Produce a reflection paper (approximately 10 pages) that follows the format of the Sample Student Paper in Chapter 2 of the APA (7th ed.) manual (pp. 63–67) and adheres to all other APA guidelines.

**The paper must be emailed to the instructor by the due date/time.** The grading rubric for this paper will be 60% content and 40% APA usage (includes grammar).

8. Alignment of student learning outcomes with assessments:

Assignments	Student Learning Outcomes				
	SLO1	SLO2	SLO3	SLO4	SLO5
Thematic Analysis	X		X	X	
Grading of TAs			X		X
Group Discussion of TAs	X	X			
Grading of Discussion			X		X
Reflection Paper		X	X		

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

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LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

The preferred method of communication is email; thus, use email to message as well as schedule e-conferencing.

The assessment feedback time is within one week of the assignment due date. Any delays in this time (e.g., due to travel) will be communicated.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Submitted assignments should not have been submitted for any previous courses.

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Students are expected to submit all assignments no later than their due dates/times. Any assignment submitted past the due date/time (i.e., by the end of the day, TAMU-C time, of the respective due date) will receive a zero without exception unless an extension is approved by the instructor *in advance of the due date/time* (note: a request for an extension in advance of the due date/time does not mean an extension is approved; *explicit approval before the due date/time is required to avoid a zero*). Exigencies will be handled on a case-by-case basis.

## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## **Artificial Intelligence**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence (AI), ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Civility Statement**

Texas A&M University-Commerce enhances civility and collegiality of administrators, faculty, staff, students, and guests through intentional acts of respect, trust, self-accountability, and collaboration. We recognize our strength is found in togetherness as we commit to kindness through one on one communication, fostering a healthy environment of conflict resolution and teamwork. The university is also committed to incorporating the tenets of civility in ways that do not silence traditionally marginalized voices.

## **Counseling Center**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web

URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## COURSE CALENDAR

<b>Period</b>	<b>Dates</b>	<b>Assignments</b>
1	1/29 – 2/4	Begin Preparing Thematic Analysis (TA)
2	2/5 – 2/11	Continue TA Preparation
3	2/12 – 2/18	Continue TA Preparation
4	2/19 – 2/25	Continue TA Preparation
5	2/26 – 3/3	Continue TA Preparation
6	3/4 – 3/10	Complete/Post TA to Discussion Board (due midnight* 3/10)
	<b>3/11 – 3/17</b>	<b>SPRING BREAK</b>
7	3/18 – 3/24	Read all TAs Posted to the Discussion Board; Submit Grades for Colleagues' TAs (due midnight* 3/24)
8	3/25 – 3/31	Begin Group Discussion of TAs in Discussion Board
9	4/1 – 4/7	Continue Group Discussion of TAs in Discussion Board
10	4/8 – 4/14	Complete Group Discussion of TAs in Discussion Board; Submit Grades for Colleagues' Participation (due midnight* 4/14)
11	4/15 – 4/21	Begin Writing Reflection Paper
12	4/22 – 4/28	Complete/Submit Reflection Paper (due midnight* 4/28)

\*End of the day, TAMU-C time

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